



# Cyber Bullying Prevention

## Lesson 1

## Introduction to Cyber Bullying

### Objectives

Students will be able to:

- Define cyber bullying
- Compare and contrast traditional bullying and cyber bullying
- Recognize various forms of cyber bullying

### Lesson Materials

Glossary

Poster 2: Recognizing Bullying

Handout 1A: Compare and Contrast, one per student

Home Link 1: No Cyber Bullying Mini-Poster, one per student

### Teaching Note

This lesson calls for students to write in their journals. If students do not have writing journals, distribute scratch paper for the writing activity.

Lesson Outline	Lesson Script and Instructions
1. Review the definition of bullying.	<p>In the <i>Steps to Respect</i> program, we have been talking about <b>bullying</b>. <b>How do we define bullying?</b> (Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.)</p> <p><b>What else do we know about bullying?</b> (Bullying is mean, negative, repeated, on purpose, and shows a lack of empathy and a power imbalance.)</p>
2. Survey students for prevalence of technology use.	<p><b>Now I want to ask you some questions that won't seem to have anything to do with bullying. Just raise your hands to answer for now. Nobody will get into any trouble.</b></p> <p><b>How many of you have an email address?</b> You might want to distinguish "email" here from social networking. This question is specific to things like "hotmail.com," "msn.com," or "comcast.net," as examples. Note how many hands go up.</p> <p><b>How many of you have more than one email address?</b> Again, note the number of hands up.</p>

	<p><b>How many of you have some kind of cell phone?</b> How many of you have a cell phone with you at school? It might be in your backpack, your bag, your pocket—but somewhere here at school?</p> <p><b>How many of you have a social networking site?</b> Give examples: Facebook, MySpace, or current age-appropriate social networking sites. You may want to remind students that many social networking sites are intended for people 13 and over.</p> <p><b>How many of you like to play online games?</b> Again, many of the most popular games are not intended for elementary-aged children. Although you don't want to use this as an opportunity to scold students who might be playing these games, you want to be careful not to send the message that they are age-appropriate activities.</p> <p><b>Wow! Thank you very much. These are all wonderful things that can be fun and useful when used respectfully. I wanted to know how many of you have those things, because today we are going to start talking about how these things are sometimes used to do disrespectful, mean, or hurtful things. We are going to talk about cyber bullying.</b></p>
3. Define cyber bullying.	<p><b>Cyber bullying is using technology to bully others.</b> It is using email, cell phones, social networking sites, IMs, texts, blogs, or other personal technology to hurt other people.</p>
4. Discuss examples of cyber bullying and determine students' knowledge of and experience with cyber bullying.	<p><b>Let's stop and think about how this can happen.</b> If a student volunteers to answer, allow him or her to do so. Otherwise, say: <b>Sometimes people will send really nasty email messages that hurt other people's feelings. Or maybe they text rumors about someone they don't like. Or they post embarrassing pictures and make mean comments about them.</b></p> <p>Put the following question on the board or screen. <b>Do you know any cyber bullying stories that you can tell us? Maybe you saw a story on the news. Maybe you know someone. Briefly tell the story of what happened.</b> Remind students to not tell real names or specific details of the story. Students may not have heard any stories or may not yet feel comfortable talking about them. If they have, allow one or two students to relate their stories. If they have not, relate a prepared story from your experience or from the news.</p>

5. Have students compare and contrast traditional bullying and cyber bullying. Distribute Handout 1A.

**Now I want you to think back to our definition of bullying.  
Then think about our definition of cyber bullying.**

**I am going to pass out a handout for you to work on. In pairs (or small groups), you are going to answer this question: In what ways do you think cyber bullying is the same as the usual, real-life kinds of bullying we talk about? Then how do you think cyber bullying is different from those kinds of bullying we usually talk about?** The answers should reflect the basic definition and characteristics of bullying. For differences, look for: not face-to-face; easier for the person bullying to be anonymous; a lot more people might be able to “see” the mean stuff; there’s no place for the people being bullied to go and get away because they always have their electronics; easier to be even meaner because the person bullying won’t see the target; it lasts longer because you might not be able to completely erase it from the Internet or other peoples’ electronics.

Give your students about six to eight minutes or longer if you have time or they ask for it. Have students read some of their ideas to the whole class. Collect and save the answers for use in the next lesson.

6. Summarize the lesson and assign a journaling activity.

**Today we started to talk about cyber bullying. We defined it as bullying using technology. We also compared real-life bullying and cyber bullying. Next time, we will begin to look at some cyber bullying situations and consider ways to recognize, refuse, and report them. We will also start to talk about another R to add to the three Rs we already know. We will talk about ways to record examples of cyber bullying.**

**To wrap this up, take out your journals. Take about four or five minutes to write down what you now understand about cyber bullying.** Collect the journals at the end of the lesson. Be sure to read them before the next lesson. If your students do not have journals, have them just do a “quick write” on a piece of notebook paper.

## 7. Distribute Home Link 1.

Our cyber bullying prevention lessons will all have work that you will take home to your families. We will call these worksheets Home Links. For today I am going to give you a mini-poster that needs to be illustrated. It also has a place for you to fill in examples of the types of technology that **should not be used for bullying purposes**. Have students give examples of email, phones, on-line games, etc. so they know what kinds of things to write. **You may add color and your own design flair. But when you are designing, I also want you to talk to your family and tell them what we talked about today. Ask them what they know about cyber bullying.** The purpose of this Home Link activity is to help ensure that there is an ongoing conversation between your students and the adults at home. This will set the stage for the adult R, receive.

You may choose to decorate the school hallways or other locations with some of the mini-posters to help reinforce the message across the school that cyber bullying is not okay.

**Remember, technology can be fun, educational, and useful when used respectfully. We always want to be as respectful when using technology as we are in person.**

Dear Families:

As part of our *Steps to Respect* program, we are beginning to discuss cyber bullying. Cyber bullying has all the characteristics of “regular” bullying. But here’s how cyber bullying is different from regular bullying:

- It’s done using technology.
- The person doing the bullying and the target can be far away from each other in space and time.
- The person doing the bullying can be anonymous and hidden.
- The bullying can be witnessed by many more bystanders, amplifying the pain for the person being bullied.
- It is difficult to get away from because young people often have constant access to technology devices.
- It can happen very quickly and be hard to recognize and refuse.

Young people report cyber bullying less often than “regular” bullying. They fear adults will not be able to help, and that the adult’s solution will be to limit or cut off access to their technology devices.

We will be talking about the three Rs: recognize, refuse, and report cyber bullying. We will talk about and practice ways to be a bystander who is part of the solution, not part of the problem. We will also introduce an additional R to the students: *record*. The record message speaks to the need to document cyber bullying. This can be done in a variety of ways, including:

- Saving messages and images
- Taking screen shots
- Copying URLs

An additional R is directed toward us, the adults—the teachers, parents, and others to whom young people come for help. It is *receive*. This R message reminds us to stay calm, listen and look patiently, and support the young person who is being targeted.

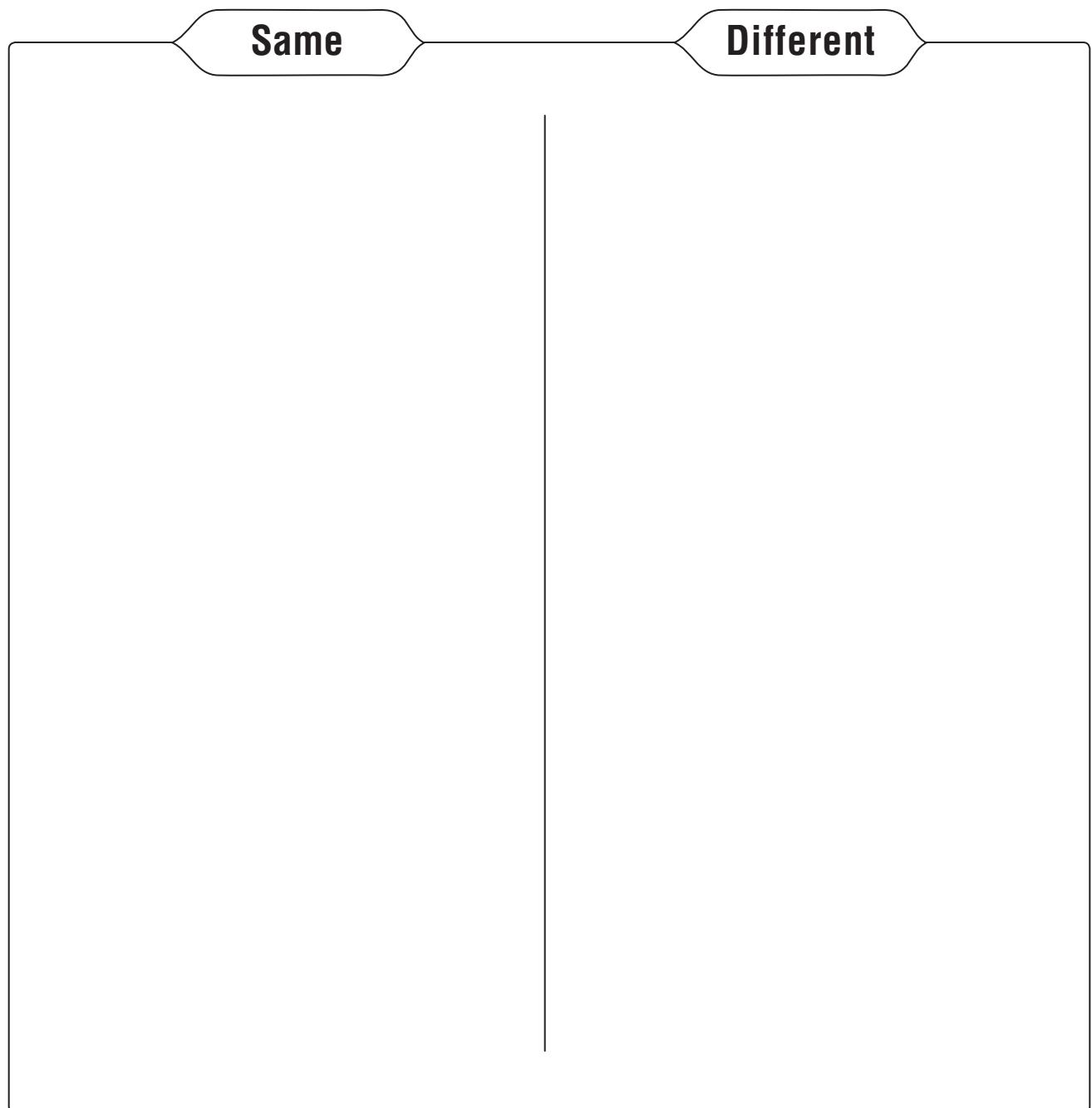
If you know of or suspect incidents of cyber bullying, please alert the school staff. We take all incidents of bullying seriously and will respond to all concerns.

Sincerely,

## Compare and Contrast

Think about bullying and cyber bullying. How are they the same? How are they different? Work with your partner or your group. See how many ideas you can come up with.

### Bullying vs. Cyber Bullying



**to hurt someone**

**Using**

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